

# PLC – Using Assessment Results

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## Norms

- Use technology respectfully
- Assume positive intent, nothing is taken personally
- Misery is optional
- What is said here stays here, what is learned here leaves here

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## Introductions

- Name
- District
- How many years you have been teaching
- One highlight from 1<sup>st</sup> semester

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## Goals for Today

- Learn the steps in using assessment data
- Review classroom and/or district data

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## Using Assessment Data

Step	Question(s)	Data
1. Identify Need for Support	Are there students who may need support? How many? Which students?	Benchmark data: Histograms, Box Plots, Class List Report
2. Validate Need for Support	Are we confident that the identified students need support?	Benchmark data and additional information: Repeat assessment, use additional data, knowledge of/information about student
3. Plan and Implement Support	What level of support for which students? What goals, specific skills, curriculum/program, instructional strategies?	Benchmark data and additional information: Individual student booklets, additional diagnostic information, knowledge of/information about student.

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Step	Question(s)	Data
4. Evaluate and Modify Support	Is the support effective for individual students?	Progress Monitoring data: Individual student progress graphs, class progress graphs.
5. Review Outcomes	As a school: How effective is our core (benchmark) support? How effective is our supplemental (strategic) support? How effective is our intervention (intensive) support? Are we making progress from one year to the next?	Benchmark data: Histograms, Cross-Year Box Plots, Summary of Effectiveness Reports

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## Step 1: Identify Need for Support

- Need for support is determined by the number or percentage of students who score below the benchmark goal.
- Are there students who may need support?
- How many students?
- Which students?

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## 1<sup>st</sup> Grade: Sunshine Elementary

Students are assessed on Phoneme Segmentation (PS) at the beginning of 1<sup>st</sup> grade.

At Sunshine Elementary, 61% of the students could accurately and automatically segment phonemes in spoken words.

What percentage of 1<sup>st</sup> graders will need instructional support and remediation around this skill or it will be challenging for them to learn phonics?

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## 1<sup>st</sup> Grade: Sunshine Elementary

Nonsense Word (NW) measures alphabetic principle and basic phonics skills. 58% of the students scored at or above the NW goal.

What percentage of 1<sup>st</sup> graders will need instructional support to accurately and automatically match sounds to letters?

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If 58% of the students scored at or above the benchmark goal – this means that 42% of students may need instructional support in order to reach future reading outcomes.

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## Class/District Data

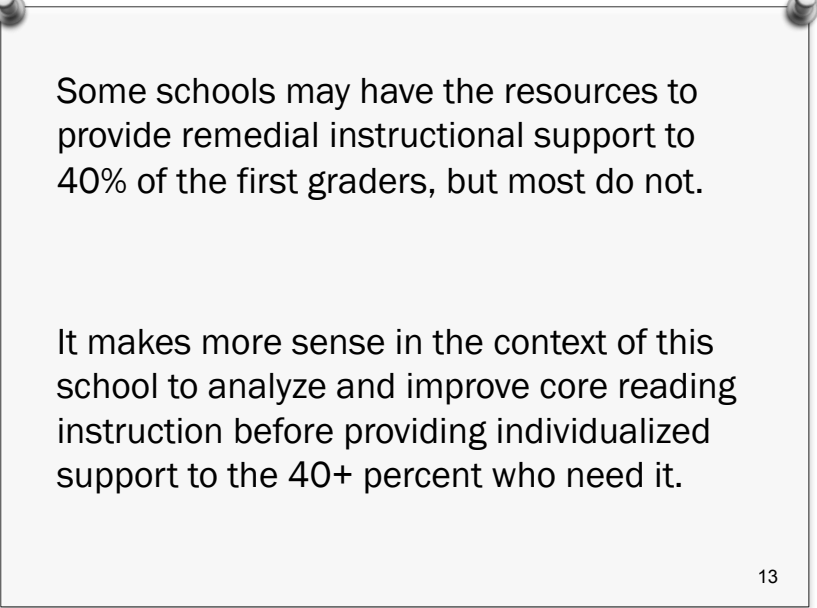
- What percent of students are at or above benchmark?

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## Step 2: Validate Need for Support

- If a large number of students score below the goals, the instructional system may need improvement.
- If a small number of students score below the goals, the system of curriculum and instruction is working for most, and probably does not need to be analyzed and changed.
- Are we confident that the identified students need support?

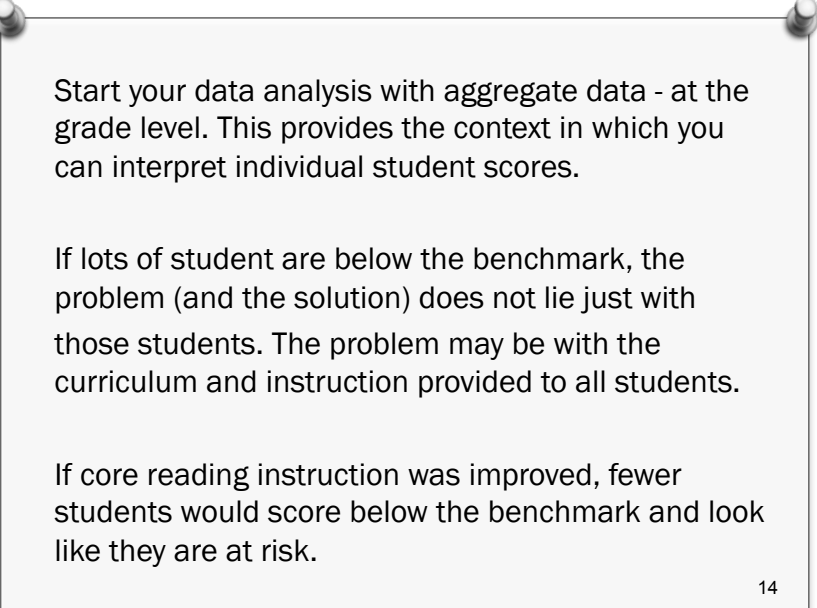
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Some schools may have the resources to provide remedial instructional support to 40% of the first graders, but most do not.

It makes more sense in the context of this school to analyze and improve core reading instruction before providing individualized support to the 40+ percent who need it.

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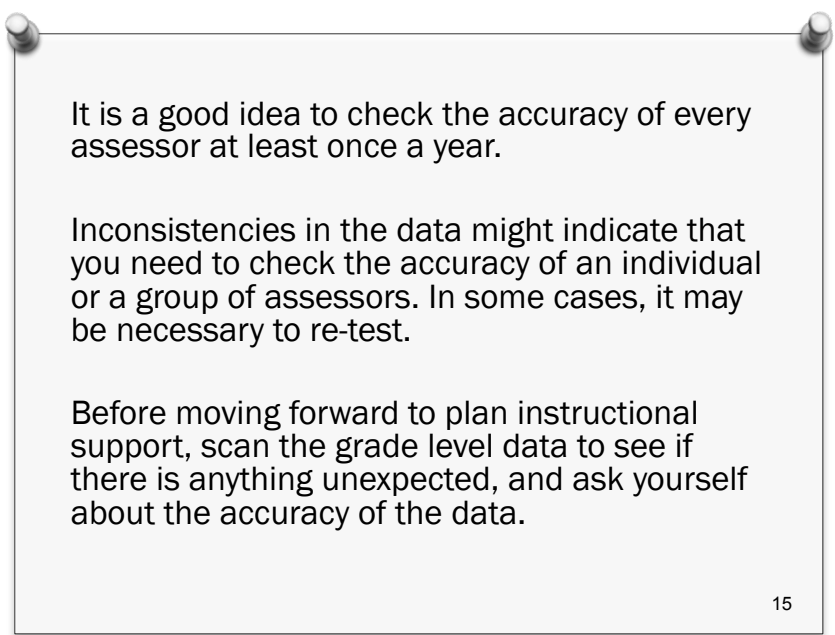


Start your data analysis with aggregate data - at the grade level. This provides the context in which you can interpret individual student scores.

If lots of student are below the benchmark, the problem (and the solution) does not lie just with those students. The problem may be with the curriculum and instruction provided to all students.

If core reading instruction was improved, fewer students would score below the benchmark and look like they are at risk.

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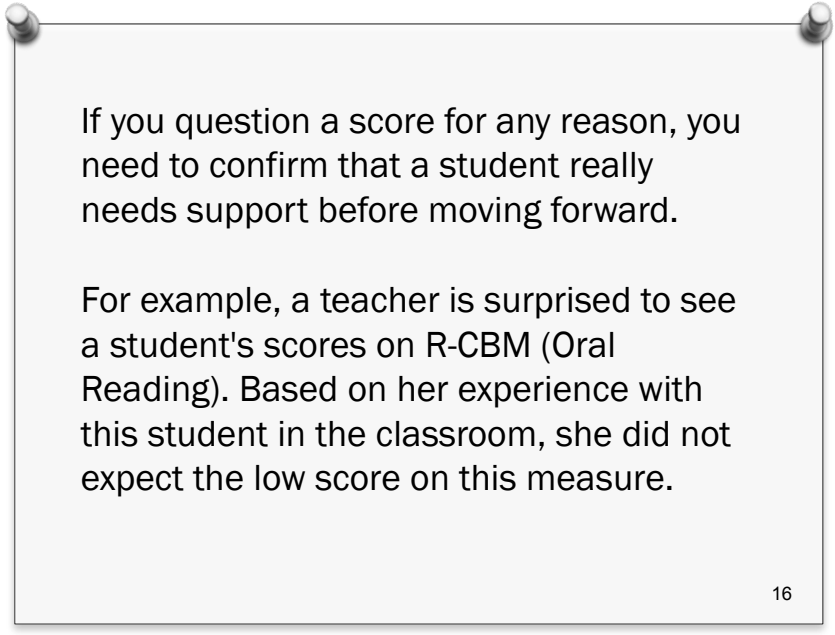
A light gray rectangular note with a thin black border, pinned to a white background with two silver pushpins at the top corners. The note contains three paragraphs of text.

It is a good idea to check the accuracy of every assessor at least once a year.

Inconsistencies in the data might indicate that you need to check the accuracy of an individual or a group of assessors. In some cases, it may be necessary to re-test.

Before moving forward to plan instructional support, scan the grade level data to see if there is anything unexpected, and ask yourself about the accuracy of the data.

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A light gray rectangular note with a thin black border, pinned to a white background with two silver pushpins at the top corners. The note contains two paragraphs of text.

If you question a score for any reason, you need to confirm that a student really needs support before moving forward.

For example, a teacher is surprised to see a student's scores on R-CBM (Oral Reading). Based on her experience with this student in the classroom, she did not expect the low score on this measure.

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To validate the student really needs support on reading 1st grade text fluently, the teacher re-tested him with a progress monitoring passage and graphed the results.

The benchmark score was below the cut point for risk, but when re-tested scored above the beginning of year benchmark goal. Now the teacher has two very different scores and might want to re-test with another progress monitoring passage.

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In this case, she found that the third data point was also above the benchmark goal. She concluded the student must have had a bad day on the day of the benchmark testing or the assessor made an error.

The student does not need instructional support in oral reading fluency after all.

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## Re-testing

Keep in mind that this is not a step that has to be done with every student - just the ones for whom you question the benchmark score.

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## Testing Observations

- Affect
- Persistence/Motivation
- Focus

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## Class/District Data

- How many students are below benchmark?
- Are you confident in the information?

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## Step 3: Plan and Implement Support

- What level of support for which students?
- What goals, specific skills, curriculum/program, instructional strategies?

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## Implementing Support

Planning and implementing support is based on the number of students who met the benchmark goals at each grade level.

If your data tell you that the curriculum and instruction provided to all students is not working for the majority, the first step is to analyze and improve the reading instruction.

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Most schools can not effectively support more than about 20% of the students at any grade level with interventions or remedial instruction. If less than 80% of the students are at or above the goal, a first step is to improve the core reading instruction and set a goal for the percent who will reach the benchmark at the end of the year.

Keep in mind that all students should reach the benchmark goals because they are created to be the lowest score that predicts reaching future reading goals.

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## Letter Naming

LN is a measure of risk, NOT an instructional target so teachers do not need to dedicate instructional time specifically to teaching letter names.

- Letter naming is NOT the most powerful instructional target for struggling readers.
- Targeting letter naming as a primary focus of instruction does not appear to help progress toward later reading outcomes.

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## Phoneme Segmentation

PS works well in the middle of kindergarten, but not beyond to predict reading success.

It assesses the ability to hear critical sounds in the spoken word.

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## Nonsense Word

NW-Correct Letter Sounds is a strong predictor whenever it is used. NW-Whole Words Read is a strong predictor from the end of K to the beginning of grade 2.

It assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds into consonant-vowel-consonant and vowel-consonant words.

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## Reading-CBM

Recommendations always include the administration of R-CBM. Oral reading alone is a very strong predictor in grades 1-6. In fact, at the end of the year in grades 1-5, R-CBM is a strong predictor of student outcomes on a standardized outcome measure in reading (i.e., the SAT10). Assessment begins middle of the year 1<sup>st</sup> grade.

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## Word Reading and Decoding

### General Error Types/Response Patterns

- Errors on words in isolation, but reads correctly in context (sentence)
- Errors in context, but reads correctly in isolation
- Decodes sound-by-sound, but does not blend
- Partial blend/chunks part of word, but does not read as whole word
- Reverses letters
- Add sounds
- Omits or skips sounds/words
- Guessing/random errors

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## Class/District Data

- Which students are at benchmark for NW?
- Which students need support?

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## What is Instructional Grouping?

One way to improve reading outcomes is to get a close match between the instruction and the needs of the students. Although some reading skills are best taught in whole group, heterogeneous formats, other skills require students to be grouped in small, flexible groups based on needing support on specific skills.

Instruction can be focused on a narrow range of skills and progress can be efficiently monitored when students are grouped with others who have the same needs.

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Benchmark scores on key measures can be used to determine what skills students have and what they still need to be taught. The patterns on those measures form initial groups, but teacher input can be used to subdivide or change the groups.

Small, flexible, heterogeneous groups help improve reading outcomes by matching students to instruction. Small groups at Tier 1 are one way to improve the effectiveness of the core reading instruction that all students receive.

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## How Will Students be Grouped?

Group students by patterns of scores on critical skills and measures at each grade and time of year. Additional diagnostic information and response pattern analysis information should also inform groups.

The groups are formed based on whether or not the student scored above or below (below or well below) the benchmark goals. This is considered a starting place. Additional information may cause teachers to move students to other groups.

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## Grouping Issues

Keep in mind that students who score in the same way do not necessarily have the same instructional needs. For example, two students could both score well below benchmark, but for different reasons, and therefore need different instruction. In fact, two students could both receive the same well below benchmark score on a measure and need to work on different skills.

The scores will provide a starting place about logical initial instructional groups, but teachers also should include information from other assessments as well as their own knowledge of their students when forming groups. If you use a supplemental program that has a placement test, that information should be used for grouping.

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## Grouping Students For Instruction: First Grade

The key indicators for the beginning of first grade are PS and NW-Correct Letter Sounds.

Students might score at or above the benchmark on both measures. They might score above the goal on one but not the other. Or they might score below or well below the benchmark on both.

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Group 1: Students who scored at or above the benchmark on both.

Group 2: Students who scored below or well below the benchmark on both.

Group 3: Students who scored at or above on PS and below or well below on NW.

Group 4: And students who scored below or well below on PS and at or above on NW.

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In addition to Benchmark data, teachers often have other forms of formal and informal assessment that should be used for planning instruction.

The important questions to answer are:

1. What can the student do currently?
2. What is the next thing to teach him or her?

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## Class/District Data

- How are students currently grouped for instruction?
- What data is used to determine grouping?

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### Step 4: Evaluate and Modify Support

- Is the support effective for individual students?
- Does the intensity or program need to be adjusted? (days/minutes per week)

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### Why Monitor Progress?

Monitoring student progress toward instructional objectives is an effective and efficient way to determine if the instructional plan is working. Ongoing progress monitoring allows teachers to make data-based decisions about the effectiveness of their instruction.

Instruction can be modified or changed in a timely manner instead of waiting months to find out whether the student reached the goal. When teachers use student progress monitoring data to inform instruction, students' learning improves (Fuchs, Deno, & Mirkin, 1984).

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### The purposes of progress monitoring are:

- to provide ongoing feedback about the effectiveness of instruction,
- to determine students' progress toward important and meaningful goals, and
- to make timely decisions about changes to instruction so that students will meet those goals.


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### Selecting Students for Progress Monitoring

Students who are below the benchmark goal on one or more measures may receive progress monitoring in targeted areas that are the focus of instruction or intervention.

Teachers may also choose to monitor other students if there are concerns regarding their progress. For example, if a student has met the benchmark goal but has highly variable performance, poor attendance, or behavioral issues, the teacher may choose to monitor that student, particularly if the student's score is just barely above the benchmark goal.

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Students should be monitored in material that matches the skill area targeted for instruction.

For example, students with low scores on Nonsense Word – Correct Letter Sounds (NW) should receive instruction on accurately and automatically matching sounds to letters and should be monitored with NW.

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## Setting Progress Monitoring Goals

It is recommended to set ambitious but realistic goals. A progress monitoring goal must include the score to aim for in the selected material as well as the timeframe for achieving the selected goal.

Are the goals you have set for students ambitious, closing the gap, insufficient, or producing a negative Rate of Improvement?

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## Determining Frequency of Progress Monitoring

Students receiving progress monitoring should be monitored as frequently as needed to make timely decisions about the effectiveness of the instructional support.

The frequency of progress monitoring should match the level of concern about the student's skill development and need for support. Students who need more support should be monitored more frequently.

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If monitoring in grade-level materials and the student's scores fall into the Below Level, then monitoring one or two times per month is likely sufficient.

If monitoring in grade-level materials for students whose scores fall into the Intensive Instruction level, then progress monitoring once per week is ideal, though once every other week may be sufficient.

Any time you are monitoring a student in out-of-grade materials, progress monitoring once per week is ideal, though every other week may be sufficient.

Scores for Maze increase more slowly than they do for other measures, so more frequent monitoring may not be as informative. For students who need to be monitored on Maze, recommended monitoring is once per month.

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### When monitoring a student in below-grade materials, it is recommended:

**Step 1.** Determine the student's current level of performance.

**Step 2.** Determine the rate of improvement based on the end-of-year goal for the level of materials selected for monitoring.

**Step 3.** Set the timeframe so that the goal is achieved in half the time in which it would normally be achieved (e.g., moving the end-of-year benchmark goal to be achieved by the mid-year benchmark date). The intent is to establish a goal that will accelerate progress and support a student to catch up to their peers.

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### When should progress monitoring assessment be conducted?

First decide on the amount of assessment that is needed, based on the number of students, frequency of monitoring, and the materials on which they are being monitored. Then match that assessment to the available resources and personnel.

Progress monitoring should be conducted so as to minimize time taken from reading instruction. For example, if the decision is to monitor progress weekly for a small group of five students on R-CBM, one student could be assessed on Monday for 2 minutes at the end of small group time. The second student could be assessed on Tuesday, and so on for the remaining students. Each student would then be monitored weekly, but only a single student per day.

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## Evaluating Progress and Modifying Instruction

Progress monitoring data should be reviewed at regular intervals by a classroom teacher and/or a team of educators working with a student.

In general, if three consecutive data points fall below the ROI, the team should meet and make a considered decision about maintaining or modifying the instruction. If the student's progress is not likely to result in meeting the goal, then instruction should be changed.

Before increasing the intensity of instruction, easy explanations for lack of progress should be considered and ruled out or changed, such as student or instructor absence or lack of instructional fidelity. The overarching goal is to make ongoing, data-based decisions regarding instruction to improve student outcomes.

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## Step 5: Review Outcomes

- As a school, how effective is our core (benchmark) support?
- How effective is our supplemental (strategic) support?
- How effective is our intervention (intensive) support?
- Are we making progress from one year to the next?

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## Reviewing Data

- What do our last three years of spring data say about the effectiveness of the implementation of our core program?
- What percentage of students are getting to benchmark? (overall percentage by grade level and range by grade level)

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- Has there been improvement over time (what are the increases over the three years and what has the range of increase been)?
- Are we keeping students at benchmark once they reach benchmark from one assessment period to the next?

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- What proportion of students who scored at/above the benchmark at BOY have scores at/above the benchmark at MOY?
- What proportion of students who scored below the benchmark at BOY have scores at/above the benchmark at MOY?
- What proportion of students who scored well below the benchmark at BOY have moved up at MOY?

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- Our data show that in \_(#)\_ of grade levels 80% or more of the students are reaching benchmark.
- When reviewing three years worth of data it appears that the strength of the implementation of our core has \_\_\_\_\_ (increased, decreased, or remained the same).

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- When reviewing our K-1 data it appears that implementation of our core program is \_\_\_\_\_.
- \_\_\_\_ to \_\_\_\_% of students at benchmark are remaining at benchmark from one assessment period to the next.
- The overall effectiveness of our core program is \_\_\_\_\_.

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## Review of Data

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